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Editorial.

ARTHUR HENRY CHAMBERLAIN

Fifty-eight counties in the State. Every county a law unto itself in the matter of examination for teachers. Surely here is an example of "county rights" such as to gladden the heart of the
58 VARIETIES old timer south of the Mason and Dixon line, who does not know that the war is over. A graduate of a California high school or a Ph.D. from Firefly University on the sun-up side of the Rockies, presents himself before the Board of Education in County number one. Here for the best part of a week he tries to answer questions, many of which may have little relation to anything vital, in school or out, thought out by a superintendent and four principals. It is a rare instance for a grade teacher to slip in as a board member amongst the elect. Result of the week's work—failure to pass. The next week the applicant goes through the same ordeal in County number two. Result—ditto. Success comes in County number three. This examination may be easier; the candidate may have lost his nervousness or have become callous; the examining board may be in good humor.

Goes now the candidate to County number one, flourishes his certificate in the face of the superintendent and the board, rides across country to Gold Gulch district and bargains for a school at \$80 per. And now when all the cards are dealt, we wonder why the candidate couldn't have had his certificate in County number one or why he should be allowed to take it in County number three.

There should be but one standard in our fifty-eight counties. We have a state school system—presumably. Education is a state function—or should be. Our fifty-eight standards should be merged into one. From San Diego to Del Norte, and from Marin to Mono, one standard should be in force throughout. The state should set the standard. Having secured his certificate on examination the candidate would be eligible to teach in any county but would have to satisfy the county superintendent and trustees as now. For after all, the final test of a teacher is not his ability to pass a written examination. There will be real educational advance when our present fifty-eight varieties are merged into one. This is not paternalism; this is centralization; and the local units would still preserve their own identity.

Speaking of county boards, is there anything more ridiculous than to have a county board draw up examination questions for eighth grade pupils whom they have never seen and of whose abilities and environment they know nothing? This 8TH GRADE EXAMINATIONS system is archaic. It is antiquated, ancient, moth-eaten. It does not belong to a dynamic society. Members of a Board of Education,—good teachers, efficient administrators, well meaning and sympathetic though they be, cannot make questions for those whom they do not know or with whose work they are not acquainted.

There is but one person to properly draw up these eighth grade examination questions and but one person properly qualified to rate the papers. If the regular teacher can't properly do this, she is not competent to teach the class. Does it require more skill and knowledge and moral stamina to make examination questions and mark papers than to properly lay, through all the school days, the foundation that shall determine whether the pupil is fitted to go forward? The county board organization may have a mission but it most certainly is not to give eighth grade examinations and to rate papers.

Educational discussions move in cycles. Again we find flung to the fore an issue of two decades past. High school and normal school students are richly costumed, extravagant, "LOCK-STEP" IN DRESS lavish, loud in their dress. Not alone at graduation time but throughout the year the sons and daughters of the rich wear expensive and gaudy clothing and the sons and daughters of the poor in purse, "Keep up the pace." Heartaches there are for these latter boys and girls if they cannot dress as do their fellows. And if they do the parent must many times so pinch and save as to rob the family of the bare necessities of life. And after all, isn't this a democracy?

Again today as twenty years ago we find high school and normal school authorities in this state and out advocating for students a set uniform or costume as a solution to the problem. In the daily classroom and on the graduation platform all should dress alike. And the same people who put forward this argument will tell you that the

school should train individuality, should develop initiative, should hitch up with life. That in fact the school is life.

The problem cannot be solved in this way. We must realize that in young people as in adults there are individual tastes and tendencies; there are various conditions of social and economic environment; children differ in feature and form. The school is not a jail, or asylum or workhouse. We must *humanize* not *institutionalize* our schools. If those who see the danger from this tendency to overdress,—and the good Lord knows there is this tendency, and it is deplorable,—if these would only study how the problem has been all but solved elsewhere, they could save themselves time and trouble galore.

The daughters of the rich and poor work in some schools side by side in the Latin class and in the domestic art room. Boys from all financial walks of life touch elbows in the mathematics class and at the forge. Here indeed is a real democracy. Every girl, rich or poor, drafts, cuts and makes her own gowns. These girls are proud to sit upon the commencement platform attired in simple, tasty garments made by themselves. The influence is at once refining and equalizing. Argument and moralizing will not bring desired results. To compel every girl to wear the same kind of costume as that worn by every other girl will not solve the problem. You may *break the will* but you can't *tame the spirit*. Ours is supposed to be a free country with free institutions. Our problem is to preserve that individuality and independence of action, without which initiative and progress are impossible. We must at the same time rend asunder all false barriers of coin and caste. To do less is to stop short of the function of the school. And after all, isn't this a democracy?

The President of the California Council of Education appointed some months ago a committee to draft a proposed vocational education bill. This bill was drawn months before our next GETTING DOWN legislature will meet in order that it might be thor- TO ESSENTIALS oughly discussed in every quarter of the state. The bill was before the Central Council at its meeting in December; it was before the Councils of both Southern and Bay Sections, C. T. A.; it was discussed at a recent meeting of the Scholia

Club in San Francisco; it is to come up for consideration before a joint meeting of the Council of the Bay Section and the California Society of Applied Arts and Sciences on the 28th inst. The proposed bill was published in full in the January issue of the NEWS. Important communications regarding it appear elsewhere in this issue. The Secretary of the California Council of Education has had many letters relating to the bill.

Good! We want discussion. We want a bill that shall best meet the needs of the boys and girls of the state. We want a bill that shall be the result of the experience and thinking of all of us, not of a select few. But in the discussions we have had up to date most of the talking has been *at* rather than *to* the point. Some who discourse learnedly admit they have not read the bill. It is remarkable how far from the mark some of our educational leaders and specialists can come when they rise to discuss an issue. The details of the bill can be worked out later. In fact, the legislature will see to it that, so far as details are concerned, the bill, when it leaves their hands, will bear slight resemblance to the original draft.

What we need now is a discussion of the bill by those who recognize that there are *educational principles*, and that the educational field must be widened sufficiently to include territory other than that comprehended in "our school." *The man who builds a fence around himself shuts out more than he shuts in.* We need to decide whether the state needs some provision for industrial and vocational education. We need to determine whether state aid is essential at this time. The qualifications of teachers for vocational work should receive consideration. These fundamental issues should now be threshed out rather than the amount of credit to be accorded the work, the number of hours per week, the fine distinctions between industrial and vocational education, in just what year a certain type of work should be taught, how early in life the curriculum should be vocationalized and the like. The first are matters of state-wide import; the latter are to be determined, in greater or less degree, by each community and each school. It is to the main issues we should now address ourselves.

Men and women up and down the state should read this bill, should have convictions regarding it and should suggest changes or modifications. The Secretary of the California Council of Education will be glad to pass all suggestions to the proper committee.

The Valley School Masters' Club held its second meeting February 28 at Stockton. Notice is elsewhere given of the formation of the Tulare County School Masters' Club.

FEDERATION DESIRABLE Why not have a federation of school masters' clubs, binding together the organizations throughout the state? The School Masters' Club of Southern California has been a most flourishing body for several years, as has the School Mistresses' Club of Southern California and the California School Masters' Club meeting around the bay. In these and like organizations the social side has largely predominated. The 1915 Club, the Los Angeles School Masters' Club and the Scholia are somewhat more serious in the results they seek to accomplish.

There is a place for these organizations. By coming together in a federated body and by laying out a definite line of work under a definite policy something worth while may be accomplished. The Federation of School Women's Clubs is making itself felt. The Los Angeles City Teachers' Club, the School Women's Clubs of San Francisco, and the Oakland Teachers' Club are typical of organizations that are accomplishing something. By no means the least of the results to be secured through these clubs is the development of the social side. If, however, several clubs throughout the state should unite in the solving of some educational problem or in developing some educational policy a federated body would justify itself. And is there any reason why on matters of state-wide import the federated clubs of both sexes should not work in harmony and in conjunction with the state association and the California Council of Education?

The U. S. Bureau of Education issues monthly a bulletin listing the most important articles that appear from month to month in the educational journals of the nation. In the number of APPRECIATED notable contributors for 1913 the SIERRA EDUCATIONAL NEWS seems to occupy first place. Among the articles receiving mention last year are The High School Fraternity, Report made to the C. T. A., W. J. Cooper, chairman; Placement: A Phase of Vocational Guidance, Robt. J. Teall; Report of Efficiency Method of Rating Teachers, C. C. Hughes; Library Work

in the High Schools, Marion Pryne; Organization of the Teaching Profession, Henry Suzzallo; The Montessori Method, Richard G. Boone; Industrial and Vocational Education, G. Stanley Hall, Henry Turner Bailey, Meyer Bloomfield, Chas. A. Bennett and other educators of note.

At the beginning of the school year in September appeal was made in the *Bulletin*, the monthly publication of the Los Angeles Teachers' Club, for a club membership of 1,500. At the present time the club numbers 1,193 members. Organization by the teachers of a city or locality is to be commended, when such affiliation results to the benefit of the teachers and the schools. This club aims to "advance the interest of the schools, to raise the standard of the profession, to cultivate a spirit of sympathy and good will among the teachers, to form a representative body able to speak with authority for teachers, to create in the community at large a deeper sense of the dignity of the teacher's profession and the importance of the interests it represents."

This is sound doctrine. The teachers' club whose members live up to the possibilities under such a standard deserves to succeed. Not the least of the club's accomplishments in the past months has been that of providing lectures for members and friends. On March 6th and 7th occurred the Helen Keller lectures in Los Angeles under club auspices. The various sections of the club are meeting for the discussion of educational issues. Truly the Los Angeles City Teachers' Club should bring the schools nearer to the people than ever before. Teachers in other cities should study the work of this organization. The *Bulletin* is a neat, dignified publication issued monthly.

That so many of our readers, not only "Say They Saw it in the Sierra Educational News" but study the advertising pages when desiring to purchase, looks toward a co-operation that counts. Many advertisers are telling us of generous responses. As the NEWS can carry only a limited amount of selected advertising, school people and purchasing agents must back up their officers in the support of advertisers.

At almost every institute, association or teachers' meeting, when it comes to committee appointments, the honors quite universally fall to the superintendents and principals, with now and again a college or normal school president slipped in for good measure. It is all the same whether the committee appointed is to nominate officers, suggest names for a board or commission, draw up resolutions, propose changes in the constitution or investigate or report upon some important educational question. Even though the committee is expected to cover ground best known to the high or grammar grade teacher and regardless of the fact that you could not throw a stone in the assembly but you would hit a teacher in the high or grammar school, the results are the same. The "rank and file" are expected to sit placidly by, to be good listeners and join in the chorus of "See the Conquering Hero Comes" when a camp follower touches the bottom.

Now this is of course the extreme view. In many instances in the past, grade and high school teachers, and especially women, have shrunk from the limelight or from office holding. Many of the most competent have declined places upon a program or a working committee. The leaders have continued to lead, not so much because they enjoyed or craved power, as because it has always been expected of them that they should lead. Then again, if the service was one that occupied the members during school hours or took them away from home where time and money had to be spent, boards and superintendents had not learned that provision might somehow be made for the teacher's absence. It is true, however, that often the superintendent or principal, out of his larger salary, has been willing to defray his own expenses, even when working in the interests of the teachers themselves. The grade or high school teacher could ill afford to do this.

We have often had occasion to discuss with school authorities the injustice of favoritism in committee appointments. Grade and high school teachers should have recognition in the make-up of committees and in election to offices, not because they are grade or high school teachers simply. It is childish to make geographical location or equal distribution amongst the various kinds and grades of schools, the chief desideratum. An appointment or election should be on the basis of ability to serve

the body or association. A woman should not be chosen simply because she is a woman. Nothing should be done to placate or patronize. But when legislative and committee work are to be done in the interest of the teachers, then the teachers themselves should have something to say directly.

In our state, the condition here discussed is being remedied. The teachers are asserting their rights. Not only this, but broad-minded superintendents and principals are helping to bring this about. This is a day of push and progress. "Let the people rule" is a familiar slogan. Wise heads all along the line must recognize, however, that the superintendent is not the natural enemy of the teacher. While each has his own problems to solve, neither can make a success for himself nor do any kind of constructive work without the hearty co-operation of the other. Bickering and backbiting and browbeating are fatal. Members of the teaching profession must recognize that they are first of all men and women in a world of men and women. Each teacher should assert herself as an individual, but only as these individuals work together as a unit, can anything worth while be accomplished.

Activity in high school construction is no whit lessening. Bond issues of from \$50,000 to \$300,000 are voted, sometimes with scarcely a dissenting ballot. Nothing is left undone that makes for comfort and efficiency. IMPROVE GRAMMAR SCHOOLS The group plan predominates. Provision is made for instruction in the industrial arts, the home economics subjects, vocational lines and agriculture. Grounds of from 5 to 15, and even 20 acres are common.

Let the good work go on. But remember that many boys and girls don't go to high school. And whether they do or don't, the grammar school calls for the highest and best in science and art and mechanical skill and pedagogic insight. This is the educational home of the young, expanding, impressionistic boy and girl. In its construction and equipment the architect and sanitary engineer and educational expert should strike hands. And in providing the best in heating, lighting, ventilation, recreation space and safety for life and limb, don't forget, Mr. Architect and Mr. Superintendent, that teachers have ideas. We need more good grade school buildings in California.

PRESENT STATUS AND OUTLOOK OF THE INTERMEDIATE SCHOOL*

J. C. TEMPLETON
Superintendent, Palo Alto

THE Intermediate School as such began in Berkeley in 1909 as the "Lower High School." Two years later it was started in Grand Rapids as the Junior High School. About the same time, Superintendent Francis of Los Angeles began the experiment as the Intermediate School. Now about thirty cities in the United States have organized it as a definite part of the public school system. California seems to lead as to number, Michigan and Wisconsin together come second, and New England third. Utah, Texas, Oklahoma, Georgia, New York and other states have caught the idea and are working it out. The underlying fundamental principles, I think, are quite generally accepted, but the course of study is still in the gristle.

I have been able to collect data as to the popularity of the Intermediate School from California only. In reply to a letter of inquiry covering the salient points, which I sent to all the superintendents in the State known to have the Intermediate School, I received answers from which I will quote excerpts. Superintendent Barker of Oakland tells me that "there has been much opposition to the extension of the Intermediate School as a separate school, as it would compel pupils to walk longer distances, and in most instances to walk past the present grammar schools. Last year in Oakland concerted action was taken by various civic organizations in opposition to using any new school buildings solely for Intermediate Schools, as the bonds had been voted for elementary schools."

From former Supt. Wood of Alameda I received the following, "We offer electives in three of our four grammar schools. Electives are offered in the seventh, and eighth grades. The total enrollment in these grades is in the neighborhood of six hundred. If our reorganized seventh and eighth grade work can be counted as intermediate school work, the intermediate school has practically supplanted the grammar school. The people of Alameda heartily approve of the introduction of electives in the upper grades." This, I think, may be a step in the direction of the Intermediate School, or a process of inoculation against

*Portion of a report to the High School Section, C. T. A. (Bay Meeting), Dec. 30, 1913.

it, resulting in the indefinite postponement of the organization of the real Intermediate School.

Supt. James of Berkeley writes me as follows: "Our condition existing here from the time that these schools were established has, in my opinion, counteracted several of the good points claimed for the system. We have never been able to segregate the Intermediate pupils.

As a school man you can readily see that this fact alone has been bad enough for the schools. Two years ago the parents of children attending the Intermediate grades were in favor of the scheme by about fourteen to one. Many have opposed the plan from the beginning. Those living at some distance from the Intermediate schools have opposed sending their children to these schools, instead of the nearby ward school. Many grammar grade teachers oppose the plan on the ground that specializing has increased among pupils of the seventh and eighth grades, and that this has led to a division of the work among too many teachers. Under proper conditions much of this could be avoided. . . . Our whole course for the Intermediate could be used in the ordinary grammar grade system, so far as the subjects taught are concerned. The subjects are given in lieu of the statutory subjects, or else the amount of work in the statutory list has been so reduced as to permit the pupil to try an elective. If the people will give us more buildings we shall segregate the Intermediate school pupils."

It seems that the McKinley school enrolling five hundred and sixty pupils under fourteen teachers is the only Intermediate School in Berkeley that conforms to our definition.

County Superintendent Mitchell of Santa Ana informs me that "There are two Intermediate Schools in Orange County—one at Santa Ana with three hundred and fifty seventh and eighth grade pupils, under twelve teachers, and one at Anaheim with the sixth, seventh, and eighth grades. Both schools are in separate buildings; neither has a ninth grade. In the former Latin or Spanish may be taken in lieu of grammar school subjects. In Anaheim they follow the county course of study. . . ." Supt. Mitchell concludes: "People will not give up the little red school house."

Conditions in Los Angeles seem to be the most favorable of any city in the State and the plan has had a better trial there than else-

where. Principal W. W. Tritt, Chairman of Intermediate Principals, Los Angeles, writes as follows: "We have in Los Angeles ten Intermediate Schools; two of them, however, are small high schools which care for the seventh and eighth grades and are not included in the data enclosed herewith. Our Intermediate Schools include grades B7 to A9. . . . In May we had enrolled in Intermediate Schools 4,300 seventh and eighth grade pupils, and in regular grammar schools on the outskirts of the city, 3,000. The attitude of the people is very friendly toward Intermediate Schools, and many pupils travel long distances to attend them in preference to the regular grade schools. . . . I am informed that there are Intermediate Schools in Pasadena, Santa Monica, Santa Ana and Glendale. Pomona, Riverside and Long Beach are considering the advisability of starting Intermediate Schools."

No two school systems agree as to the Intermediate School courses. In Los Angeles three courses were adopted last September for all the Intermediate Schools of the city: a general course, a commercial, and a vocational course. Each of these is made up of required studies and electives. In the seventh year all three courses require English, Arithmetic, Geography, and History as prepared subjects. Music, Drawing and Penmanship are required in the general and vocational courses. Penmanship and Stenography take the place of Music and Drawing in the commercial course. French, German, Spanish, Latin, Bookkeeping, and Stenography are offered as electives, pupils being required to select one. In the commercial course, the three modern languages, music and manual training are offered, from which pupils *may* select one.

In the eighth grade algebra takes the place of arithmetic but as an elective, and drawing is added to the electives of the seventh year. To the electives offered to the seventh year commercial classes, algebra and oral English are added in the eighth grades. In the general course of the ninth year only English, Physical Training, Music or Oral English, are required and pupils are directed to select three from the following: French, German, Spanish, Latin, Bookkeeping, Stenography, Algebra, Commercial Arithmetic, American History, General Science, Manual Training, Domestic Science, and Drawing. One of the three electives must be chosen from the three industrial subjects. In the commercial course four regular subjects and physical training are required and two

electives offered, full work amounting to thirty-two hours. In the vocational course general science takes the place of United States History, the same number of subjects being required with one elective to be chosen from three modern languages, History, Bookkeeping, and Algebra.

The Intermediate School I believe is practicable in rural districts just as the union and county high schools have proved to be practicable. Our experience in Palo Alto in conducting the Intermediate School adjacent to the High School, using a group of four buildings as the High School plant, having some of the classes recite in the High School building to regular High School teachers, and some of the High School teachers conduct classes in the Intermediate building,—programming the work for both schools so as to utilize the two faculties and the entire plant most economically,—indicates to me that Intermediate Schools and Union High Schools could be conducted with excellent results in much the same way. The Intermediate School could be build adjacent to the High School, near enough to utilize rooms in both buildings interchangeably but with separate playgrounds. Each should be kept as separate schools but so conducted that there would be a solidarity of interests. With such a policy the seventh and eighth grade children would be cared for under better conditions than could be obtained in their district schools and the elementary teachers be left free to work with the first six grades. I believe that this arrangement would result in an increased enrollment in the Union High Schools.

I am aware that there is no legal sanction for such an organization as the Intermediate School, as such. Its organization has outrun the law, and the next step is to bring the law up to the fact if the fact is justified pedagogically.

F. G. SANDERSON

F. G. Sanderson, principal of the Merced High School, and President of the Central Section, C. T. A., died at Monrovia, where he had gone in the hope of regaining his health. Mr. Sanderson was recognized as a man of unusual ability. He had been constantly advanced in positions of trust. His quiet and unassuming manner, his scholarly attainments, his unusual capacity as a school man and his upright character made him many friends. He was engaged in plans for the Central Section meeting when a physical breakdown compelled him to drop his work. The sympathy of the entire teaching body is with Mrs. Sanderson and the other family members.

THE TEACHING OF ARITHMETIC

LLOYD L. DINES
University of Arizona

THE purpose of arithmetic teaching is two-fold: (1) for its utility, (2) for its culture. By the utility of arithmetic shall be meant its direct "bread and butter" value. By the cultural side of arithmetic shall be meant its training in logical thinking, both inductive and deductive; in the formulating of general principles from observed special cases, and deducing from general principles what must be true in special cases.

That arithmetic has a utilitarian value almost no one denies. We all need it in computing our incomes and our expenditures and in our attempt to keep the balance on the right side. There are those who would bar out some subjects which at present are included in our curricula on the ground of their uselessness, but this charge is almost never offered against arithmetic. Indeed it seems to me that the tendency is to err in the opposite direction—to overestimate the value of arithmetic as a utilitarian subject. It would be difficult to overestimate the utilitarian value of a good understanding of the fundamental operations of arithmetic, the ability to perform these operations with speed and accuracy, and to apply them to the common problems of everyday life. But I believe that this much could be gained in one-third the time we give to the study of arithmetic.

Professor D. E. Smith of Teachers' College, Columbia University, has made the following list of nine subjects which in his opinion are needed in the direct non-technical applications of everyday life:

- (1) counting, and knowledge of numbers and their representation to billions;
- (2) addition and multiplication of integers, of decimal fractions of not more than three decimal places, and of simple common fractions;
- (3) subtraction of integers and of decimal fractions;
- (4) a little of division;
- (5) a few tables of denominate numbers;
- (6) the simpler reductions connected with such numbers;
- (7) a slight amount concerning addition and multiplication of such numbers;
- (8) some simple mensuration;
- (9) enough percentage to compute a commercial discount and the simple interest on a note.

Surely these nine subjects could be taught in three years!

If this be true, that the utilitarian arithmetic could be taught in three years, then either we are wasting time on arithmetic during the

rest of the elementary school course, or arithmetic has a value other than utilitarian. Such a value the earnest teacher will, I think, seek and find in what I have called the cultural side. Before taking up the cultural side, I would offer a few suggestions for the teacher of utilitarian arithmetic.

An *intensive* knowledge is more to be desired than an *extensive*. The things a pupil remembers after leaving school are relatively few, and it is important that these few be the salient points. What then are the things which a pupil should have indelibly fixed in his mind as a result of his utilitarian arithmetic?

1st. A thorough understanding of the meaning of integral numbers, common fractions, and decimals, and the four fundamental operations.

2d. Accuracy and speed in performing the fundamental operations.

3d. A knowledge of the ordinary problems of daily life, and the ability to apply the arithmetic to them.

Regarding the second of these requirements: Many teachers by the word *accuracy* rule out the word *approximation*. The student who can tell you quickly that $23\frac{7}{8}$ lbs. of tea at $50\frac{1}{8}$ c a pound will cost *about* \$12 has a better working knowledge of utilitarian arithmetic than one who can tell you the exact cost after considerable figuring, but who could not quickly approximate the cost. Accuracy is absolutely essential, but should not bar out approximation, when approximation is sufficient and satisfactory. As a matter of fact approximation is what is usually desired in the applied arithmetic. If work be done in decimals it is almost never necessary or even sensible to carry out the computations to more than three decimal places, and the teacher who requires it to be done is wasting her own and the pupil's time. I am glad to see in the more up-to-date text books, good chapters on approximation.

Reasonable speed in computing, both mentally and on paper, is desirable; but there is no particular merit in developing a lightning calculator. They are out of date in these days of computing machines.

In regard to the third item listed as an essential to be gained in utilitarian arithmetic, "a knowledge of the ordinary problems of daily life," I would particularly advise that the work be intensive rather

than extensive. Is it justifiable to teach to the average pupil the wide range of business applications of arithmetic which occur in the correct texts, on the ground of their utilitarian value? What proportion of the pupils taught have occasion in every day life to work problems involving "troy measure," "equation of payments," "commission and brokerage," "compound interest," "partial payments"? Some no doubt, but hardly enough to justify the time usually spent on these subjects. When they are taught, particular pains should be taken to ascertain that the business methods taught are the ones used in the state in which the pupil is to live; and it would be well to inform the pupil that in these days practically all the computations involved are in practice eliminated by the use of tables, which tables are computed by methods quite different from those taught the student.

To my mind, a few concrete examples within the range of the pupil's own observation are worth more than many book problems. Take for instance the subject of mensuration. I would consider quite proficient that student who had determined the cost of painting the floor of his school-room, the cost of the plastering, of the blackboard, and of the window curtains.

Let us next consider briefly what I have called the *cultural* side of arithmetic—its training in logical thinking. Of course, the pupil is entirely unconscious of this side of his training. Pure logic as a science is too abstract for him to appreciate or assimilate, and yet it seems desirable that he begin as early as possible to form the habit of *thinking logically*. Arithmetic forms almost the only subject below the high school by means of which this need can be satisfied. Herein lies the great opportunity of the arithmetic teacher. Unfortunately the teaching of cultural arithmetic is by no means easy, and I am sure that nearly all the failures in teaching occur here. Anyone who knows a little bit of arithmetic himself can teach utilitarian arithmetic, but not so with the cultural.

In speaking of the utilitarian side I mentioned a number of subjects which might be considered an essential part of the curriculum. In speaking of the cultural side I need mention no particular subjects to make clear my point. The important thing here is not what is taught but how it is taught. The thing to be gained by the pupil is not

primarily knowledge of facts, but power. It is not then the function of the teacher to instill facts, but to draw out facts from the mind of the pupil. Any piece of knowledge which the pupil can acquire for himself, by either induction or deduction, is much more his own than one which the teacher may give him. And in addition to the knowledge he has the added power which comes from the development of logical processes.

Certainly, no one should attempt to teach arithmetic without the insight which the algebra gives to the four fundamental operations. No one should guide a child in the unraveling of involved arithmetical problems who does not appreciate the advantages of substituting a simple letter for the unknown quantity. One of the greatest advances in recent years in the presentation of arithmetic has been the introduction of simple algebraic equations. To make the most out of this, however, the teacher should know something of the wealth of the algebra which is behind it.

A PROTEST

My dear Mr. Chamberlain:

I should be glad if you could find space in the "News" for the following protest:

It is currently reported that the State University is planning to attempt to secure legislation that will require all future teachers of vocational subjects in the public high schools of the state to be university trained. None of the friends of vocational education belittle the services of the University to the State. But such a requirement would most certainly be fatal to vocational education.

In Ohio, where the administration of vocational education is by local units, and not state-wide, observers have pointed out that wherever vocational education has fallen into the hands of the academically trained teachers, it has been largely a failure. Legislation in Wisconsin, and proposed legislation in Illinois and elsewhere, indicate a distrust of the capacity of the older schoolmen properly to appreciate the problems of vocational education. It is freely charged by critics of the public schools that the ultra-idealistic type of mind of teachers has been the largest factor in the withdrawal of boys and girls in alarming numbers from school at the earliest possible time. Speaking in philosophical terms, we have far too many teachers of a rationalistic form of thinking, and far too few of the empirical type. The university cannot supply the latter type. Such minds are repelled, not attracted, by academic routine, and by academic verbal abstractions. They have come at their views of the world not in academic seclusion, but in an environment of hard knocks. That is the environment into

VOCATIONAL EDUCATION BILL—THE REPLY

which their pupils must go, and they are the teachers to handle vocational subjects. Unless the schools can secure such teachers, vocational education will die a highly respectable but none the less certain death.

Finally, "One example is worth a thousand arguments." Germany, to whom we look for guidance in this whole matter of vocational education, has almost universally adopted the plan of taking her trade teachers out of shops, without a day of pedagogy, and training them to teach in actual service. I am sure that what the university proposes is not in the interest of vocational education, nor of the State, nor even in the long run of the university itself. Friends of real education should resist the adoption of such a requirement.

ROBERT J. TEALL,

Chairman Vocational Guidance Committee, Los Angeles.

THE REPLY

My dear Mr. Chamberlain:

In replying to your request for comment on Mr. Robt. J. Teall's communication, herewith published, I trust that my statement may not be regarded, either by your correspondent or your readers, as controversial. The situation is too grave to admit of disputations or quibbling. There is so much of good sense in Mr. Teall's letter that it deserves respectful consideration from all school men.

No one supposes that trades can be taught by those who are ignorant of the trades, however otherwise scholarly they may be; but no more can the shop-man, ignorant of the established conclusions of science and the accumulations of literature, give the breadth of interest and disciplined resourcefulness that come of academic training. If a trade only is to be taught, undoubtedly the best instrument is that trade's work-shop. But the boy who goes out into life possessed of a skill, but without the outlook upon economic and social and civic life, and the resourcefulness of intelligence that gives ability to do more than his trade, goes handicapped. It is not a question of having one or the other of these types of teacher; but how to find both kinds of efficiency in the same person, or in teachers of the several types co-operating for the one larger result. For the end is "frankly educational," though using economic and industrial processes and materials.

It is true that many of "the older schoolmen," and those of the "ultra-idealistic type of mind," are out of sympathy with the movement for industrial education; and that the spirit of such tactics has been "a factor in the withdrawal of boys and girls, in alarming numbers, from school." But it is not known that anybody has proposed to head this movement by representatives from either class named. Here would seem to be a "man of straw."

What is needed, I should say, and what, I understand, the proposed bill contemplates, is not a worker, however skillful, but who lacks the sympathetic, inspiring, comrade-like interest in the boy as a human factor; or the man of scholarly learning who wants the skill, not to say knowledge, needed for industrial training. It is a gratuitous assumption to suppose that it is impossible to employ both kinds of efficiency in the effort for real industrial education.

The reference to Germany's experience is fortunate: for the policy is not by any means uniform throughout the empire, or throughout any one state. In the North German States, the schools as a rule, confine themselves to general theoretical courses, and leave either employers or voluntary associations to take care of the practical side. The Southern States, on the whole, have been more progressive in adapting courses to various local industries and occupations; but are careful to combine both theoretical and practical work. In the Munich system (Dr. Kirschensteiner, Supt.), the teachers are drawn from journeymen, artisans, master workmen, and the body of professional teachers. In Württemberg (having, perhaps, the best organized state industrial system), the teachers for these schools are trained at Carlsruhe. There is a well-defined and growing tendency in most German States away from the exclusive employment of narrowly-skilled workers as instructors, and toward an emphasis of teaching ability in industrial education.

As to the last two sentences of Mr. Teall's statement: I am not aware of any movement or effort, on the part of any university, for the "adoption of any requirement," in the proposed legislation.

RICHARD G. BOÖNE,

Acting Director School of Education,
University of California.

VOCATIONAL GUIDANCE IN THE PASADENA HIGH SCHOOL

CARLETON E. DURRELL
Director, Vocational Guidance

THE work in vocational guidance in Pasadena High School has not followed exactly the lines laid down by Parsons and Bloomfield, but has been rather a development of previous unorganized work along several lines, and a following out of leads that have indicated promising fields of labor. It is only fair, however, to acknowledge our indebtedness to the two pioneers in this field.

At the beginning of this school-year each student was asked to fill out this card:

Name.....

Year 9, 10, 11, 12.

1. Have you any particular occupation in mind for the time when you finish school?
2. Why have you selected this vocation?
3. What course are you taking in high school?
4. Do you expect to graduate?
5. Do you expect to go to college? Normal? Other school?
6. If so, what college?
7. What other preparation, besides the work in this school, do you expect to receive before going to work?

This card was filled out by nearly 1,400 students; 70.3% of the boys, 61% of the girls, and 65.3% of all the students in school, indicated a choice of a vocation. Our data does not seem to show that more students in the upper classes have made a choice than in the lower.

The most popular vocations for the boys, or those chosen by 2% or more of the boys who have indicated a choice, are: Agriculture (93 boys), architecture, banking, business, civil, electrical, and mechanical engineering, law, mechanical trades, and medicine. Of the girls, 2% or more have chosen art, business, bookkeeping, dressmaking, library work, medicine, music, nursing, and teaching; 253 girls expect to teach, 52 in high school. Eight boys expect to be teachers, and three intend to enter the ministry. One hundred and twenty choose engineering.

The filling out of the cards has been followed by private conference with individual students, and an effort has been made in each case to make clear to the boy or girl the nature of the chosen work, and to place before him information as to requirements, conditions, salary, and also opportunities for further study and preparation. We have of course not given advice as to a choice.

We found that 740 students intend to go to college. In many cases catalogues have been sent for and consulted, and in some instances advice has been given as to which college would best serve those who are looking for special training. Their courses in high school have also been planned so as to meet the requirements for admission.

Much information has been secured from sources which are obvious to an older person but which are not so to the students. One boy stated that he was looking forward to field work as a collector for biological museums. He did not know what training he should have, nor what salary he might expect. We did the obvious thing: wrote to the man who stands highest in that work in this state and received from him a very gracious letter giving our young naturalist just the information he desired. The boy's energy and enthusiasm have since doubled.

For two boys who are interested in the consular service a letter was written to the chief of that office in Washington, asking for information as to requirements, conditions and salaries. The pamphlet

received in reply was put in the hands of the boys.

Our plan also includes the talk by an expert to a small group interested in a vocation. A woman of national reputation as a librarian has talked to the girls interested in her work. The superintendent of nurses in the Pasadena Hospital will soon meet the girls who are looking forward to training. A rising young architect will talk to the architects, a banker to the bankers, and so on through our whole list.

In this connection the students have been organized into clubs, such as the Commercial Club and Junior Board of Trade, the Agricultural Club, the Library Club, the Engineering Club, etc.

This work includes also conferences with students who have left school, or who are planning to leave; follow-up letters and telephone messages in cases where students applied in June for admission to the High School, but who failed to enter in September; readjustment of school work to fit the circumstances and vocational needs of individual students.

A FEW THINGS WE NEED

HOMER C. WILSON

Supervising Principal, Hanford, Cal.

WE need a readjustment in our grammar school curriculum. Only about 15 per cent of the students who finish grammar school, graduate from high school; less than 2 per cent graduate from a standard university. In the grammar school a course of study is laid down, and it is abundantly complete of its kind, viz., eight years of Reading, Writing, Arithmetic, Grammar, History, Geography, Spelling, a little Music, a little Drawing, a few lessons in Elementary Hygiene and a few weeks of so-called Bookkeeping.

The child begins his school life at six to eight years of age. On entering school he becomes, figuratively speaking, part of a machine. His work is measured off for him, not according to his ability, but according to the fixed ideas of some one else as to the amount of work the average student should cover in a given time. Just so far must he go each year, for it is written that he must labor eight equal years on the way. He is examined regularly at short intervals and the

records laid up against him. At the end of each year he is promoted to the next year or grade if he has been diligent and has made a passing average of a certain per cent both in written examinations and daily work; but woe be unto him if he fails to make the required average or falls below a certain per cent in any one subject, for verily he is classed as a lazy one and must go back for another trip over the same year's work.

After eight years of routine work the student earns his diploma of graduation and leaves school to enter one of the many walks of life open to him. He finds that his school work has given him very little preparation. No matter how high the percentage earned in daily recitations or examination, it has not taught him even the rudiments of the work he is called upon to do. All the concrete things he has learned to do have been acquired during vacations. The student is compelled to begin at the bottom and work out his own salvation after leaving school.

The education of greatest value to any individual is the assembling of a few facts fundamental to himself in his early life, together with the desire and power to go it alone to the limit of his capacity later.

Generally speaking, a man's social position in life, his influence and responsibility, are established by his occupation. The close relation of work and culture has been overlooked to a great degree in our school system. Cultural training should be of the kind to fit the vocation of the individual. This would vitalize and bring our schools into working harmony with the needs of every day life.

We need more teachers with the wisdom and courage to leave some things undone; those who will spend their time in requiring the acquisition of a few fundamental facts, in developing a desire for more and in helping the student to the best equipment possible to gain these for himself in the most practical way.

To those who can go no farther, the grammar school training should be the opening door to the richer fullness of a useful life. The facts taught should be those needed in actual life as we meet it every day, and should be illustrated and driven home by hand work. In the seventh and eighth grades, vocational training and the elements of business practice should have a prominent place, supplemented by classroom work bearing on the vocation pursued.

AN EDUCATIONAL AUTOCRAT*

L. E. ARMSTRONG

Representative American Book Co., Los Angeles

WE desire today, ladies and gentlemen, to introduce Frank L. Crone, director of education in the Philippines. He is worth knowing, for he is doing one of the finest things in present-day education. He is an educational autocrat, clothed with power beyond that of any schoolman in the United States. He has absolute control of seven hundred American teachers, nine thousand Filipino teachers, and a half-million Filipino children. He moves teachers, supervisors, and superintendents at will. He dismisses them likewise. "For the good of the service" is the only talisman needed, and one from which no appeal can be taken. He selects all the text books used in the Philippine schools. He holds his position "during good behavior," which means for life, or as long as he wants it. He is the captain of a military system in education. His will is supreme.

Experience has shown that very few men can stand absolute authority. The danger of self-inflation is too great. Even in the United States it is difficult for the average superintendent to distinguish between deference paid to his position and appreciation of his personal qualities and works. He is a wise man who can hold in true perspective these factors of outward respect. But our superintendents have nothing like absolute authority. They are constantly made humble by "recalcitrant boards of education" and "unreasonable public opinion."

What, then, shall be said of the danger of undue self-esteem in the Philippine director of education? There is only one possible preventive—the sense of responsibility must develop commensurately with the sense of authority. The sense of responsibility is the centripetal force that prevents absolute authority from flying off into arbitrariness. Frank L. Crone possesses in marked degree this rectifying influence of responsibility. The head of a military system, he is withal thoroughly democratic. He is more readily accessible than the majority of our city superintendents in California. He does his work quietly, easily, free from fuss and feathers. His success lies in certain qualities and characteristics that readily convince one that the man and the job are well met. Nothing accidental about it.

*This article prepared on special request of the Editor. Mr. Armstrong, who has recently returned from an extended visit in the Philippines, will be remembered by thousands of readers as a former Editor of the "Sierra Educational News" and Secretary of the C. T. A.

Training and experience have been happily blended in fitting Director Crone for his important work. He is a Hoosier, and that means, of course, a graduate of the University of Indiana. After two or three years' work in Hoosierdom, the call of the East brought him to the Philippines in 1901. He began at the bottom. Single-handed he organized the school at San Mateo, gathered in eighty boys and girls, and taught them for several weeks without books or other school equipment. Promotion befitting his manifest ability was constant. He was soon made vice-principal of the Normal School in Manila, then principal, then division superintendent of Ambos Camarines, and in 1909 was made assistant director of education. Upon the death of Director Frank R. White in August last, he became director. Thus he has been brought into first-hand contact with all the general phases of the work. Through adequate training and experience he carries his burdens easily.

But beyond scholarship and experience, Director Crone has the gift—for it is a gift and not an acquisition—of rare administrative ability. He knows how to keep the educational machine running, to get the other fellow to exert himself cheerfully to the utmost. He leans heavily on his assistants and superintendents, and they honor his confidence by "coming through." While he runs the machine, he is part of it—not an engineer standing outside. At work he suggests a keen, successful business man rather than the traditional schoolmaster. He refuses to be drawn into "academic" discussions. He is a practical man through and through.

When pressed for an expression as to his general policy, Director Crone said, with a merry gleam of the eyes, "After deciding that a certain thing is advisable, I take the necessary steps to secure it, and then I sit tight." To illustrate this policy of sitting tight, he tells this story: "Following a business disagreement between two Hoosiers, the younger said to the elder, 'You are a miserable, contemptible, scurrilous old scoundrel.' To which the elder, who had got the better of the deal, replied, 'Well, what are you going to do about it?'" Director Crone's policy of sitting tight and letting the other fellow exhaust himself has won him signal victories. In this policy of sitting tight, he reveals the inheritance of his phlegmatic German ancestors. He be-

lieves that words do not hurt, so he seldom wastes even a kick on a barking dog. But woe to the man who tries seriously to upset his plans! Then he fights as a big, upstanding American should, straight from the shoulder. He always tries diplomacy first. But if diplomacy fails, he resorts unhesitatingly to elemental force. And he is some fighter when he gets started.

With humor, tactfulness, and quick-wittedness in Director Crone goes charity. At a banquet tendered him upon his promotion to the directorship, he said, "In reviewing Spain's shortcomings, let us not forget that through her efforts the Filipinos are the only Christian people in the Orient, and that our educational work here found a starting-point on the work done by the Spaniards." Following this subject later on in conversation, he said, "Compare, if you like, Spain's policy in the Philippines with America's treatment of the Indians." Food for thought there for every fair-minded American.

Frank L. Crone is a big man doing a big work in masterful fashion. Space forbids treatment of the work itself. Suffice it to say that the education now being given to the Filipinos is better adapted to their needs than is our educational system to our needs. Since Frank L. Crone is a true embodiment of the spirit and policy of the educational system of the Philippines, it has seemed better to present the man rather than the work. Director Crone stands worthily foremost in the work of giving the Filipinos a short cut through the ages. It is a man's job. And be it said to the credit of America and the good fortune of the Philippines, there is a man and not merely a schoolmaster on the job.

"We are bringing up our boys and girls to ape the idle rich. We are bringing up a set of weaklings that never had a hard thing to do in their lives. It is the fault of parents if girls wear immodest dresses. The best way to check the increase in juvenile delinquency and crime is to revert to good old-fashioned whippings."—Miss Virginia Pease, principal Polytechnic Elementary School, Pasadena, before Parent-Teacher Association.

"The public school is not producing good morals or good manners. The respect that our fathers used to have for womanhood is not apparent in the present output of our public schools."—Bishop John W. Hamilton, Methodist Episcopal Church.

COMPARISON OF EDUCATIONAL STATISTICS IN THE HIGH SCHOOLS OF THE
EIGHT COUNTIES OF SOUTHERN CALIFORNIA—1904-1913

Job Wood Jr.

EDUCATIONAL STATISTICS

County	Teachers Employed 1913	Gain	Pupils Enrolled	Gain	Graduates	Gain	Expended	Gain	Property Valuation	Gain	Enrolled per Teacher	Loss	†Cost per Pupil	Gain
*Imperial	38	38	372	372	47	47	\$ 136,787	\$ 136,787	\$ 270,746	\$ 270,746	10	—	\$368	—
Los Angeles	828	687	20,575	17,014	1,910	1,535	2,675,649	2,391,301	5,098,656	4,682,105	25	—	130	\$ 50
Orange	73	41	1,437	826	172	132	447,214	411,365	653,770	572,795	20	1	311	253
Riverside	66	45	1,131	613	142	78	133,301	104,321	563,341	463,716	17	8	118	62
San Bernardino	87	44	1,593	850	227	146	309,028	209,500	703,240	513,349	18	1	194	60
San Diego	95	65	2,005	1,353	190	124	352,300	322,591	727,410	682,632	21	—	172	127
Santa Barbara	40	19	659	284	91	41	71,115	40,579	199,700	85,340	16	2	108	26
Ventura	33	18	503	198	69	36	98,375	59,807	250,750	163,851	16	4	156	68
Totals	1,260	957	28,275	21,510	2,848	2,133	\$1,224,449	\$3,676,251	\$8,467,613	\$7,414,534	22	—	\$149	\$ 68

* Imperial did not exist ten years ago.
† Includes cost of buildings—both 1913 and ten years previous.

ONE WAY TO DO IT

The following communication has recently been received by several county superintendents. "My dear sir," the letter begins:

I will give you \$100 for ten minutes a week during the next four months.

I am offering you this position first in preference to any one else in your county, because you are more interested in getting good teachers to man your schools than any one else. You are the commander-in-chief, your teachers are the sub-officers in the educational army of your county. You may be ever so expert and if your staff officers are inefficient, your educational work will lag.

Now we are in the business of supplying efficient teachers, and we want you to keep us informed of the vacancies that occur in your county. We are not a commercial teachers' agency, but a department of a standard endowed college, hence, we have the full confidence of school authorities. The fact that you are our representative will not be advertised and the information will be kept strictly confidential. What you want is the best teachers. You let us know where a vacancy is likely to occur and we will see to it that a good teacher applies for the position.

Remember your relation with us will be treated as strictly confidential. If you want more information, look us up in any college directory. I will wait ten days and if you do not accept I will offer the position to one of your high school principals.

LOUIS C. PERRY, President.
Scarritt-Morrisville College.

The reply of Supt. L. W. Babcock is characteristic of the man. Following are some extracts from his letter to Pres. Perry:

"I refuse your offer, I refuse to be bribed, I refuse to sell information in regard to the schools of this county. I refuse to give information that might cause even one of the teachers of this county to lose a position. I refuse to put a price on the needs of the boys and girls of this county whereby you and I may prosper. I refuse to put a price on the teachers of this county and thereby help you to wring from them their well earned and hard earned wages.

"My efforts have always been and always shall be exerted to strengthen and uphold teachers in their positions, not to undermine and weaken them."

L. W. BABCOCK.

Supt. Davidson replied to the letter in such fashion that no doubt could be left in the mind of the recipient as to the attitude of the Marin County superintendent.

"I appreciate your implied threat," he says, "made to urge me to prompt and immediate acceptance of your offer and stipulation, and, contained in the sentence 'I will wait ten days, and if you do not accept I will offer the position to one of your high school principals.' I believe that there is not a high school principal in our schools who would so far forget his dignity as to enter into a contract with you, or your college, to traffic in affairs of human destiny for the paltry sum of \$100 paid in installments of ten dollars for each of your graduates placed in a Marin school.

If it should happen that any high school principal, or other principal or teacher employed in our schools, holds his professional honor so light, and is actuated by so questionable a moral principle, let me assure you that upon information and proof of his having entered into a contract with you, or of his having interested himself in the placing of your graduates in our schools, steps would be taken to revoke his certificate in the county and state."

JAS. B. DAVIDSON.

HOW NOT TO DO IT

Dear Mr. Chamberlain.

The following letter is an exact copy of a letter of application received by a certain high school principal. It is such a fine example of "how not to do it" that I thought you might like to run it in the "News" under that caption. Of course I have omitted marks of identification.

H. O. Williams.

Mr. W. H. H.....
Principal High School,

Dear Sir:—

I learn that the position held by Mr. in the Department of Mathematics in the High School is now open, he having lately been elected to a position in the High School in, Illinois.

In accordance, therefore, with the above statement, I now write you as follows: I am a young man, twenty-two years of age, possessing perfect health and much vigor. In my early boyhood years I worked on a farm in County, Ohio, spending the evenings in reading the best literature and studying Mathematics. Out of this study and my home environment there sprung an ideal that possessed me, caused me to give life serious consideration, and empowered me by taking the initiative in teaching activity to wish to be of service to mankind. (sic)

Having received the training in the rural and village schools necessary to permit me to enter College, Ohio, I matriculated therein and graduated therefrom in the Normal Department with the class of '07.

My work in college was thoroughly done. I may state that I am prepared especially to teach commercial arithmetic, algebra, elementary and college, geometry, Euclidean and co-ordinate (analytic), and trigonometry.

Immediately after graduation from College I entered the High School and taught there two years, each having a duration of nine months, as teacher of mathematics. During this time I taught regularly arithmetic, commercial and otherwise, algebra and geometry. I have never known a case of discipline that did not yield under my direction to the requirements of the school. I have been quite successful in this field of activity and am assured of re-election, should I seek it.

But I feel that my powers of activity and capacity for work would now lead me forth to the exploitation and conquest of greater fields. There comes a time in the life of the individual when he should seek an activity fully in accord with his powers and capabilities.

I, therefore, make application for the position in the Department of Mathematics in the High School recently vacated by Mr.

Should you desire to obtain information in detail concerning me, I ask you to address any query to me or any of the following named persons:

.....
Trusting that you will favor me with an early reply, I am,
Very truly yours,

N. B.—He did not get the job.

CENTRAL SECTION, C. T. A.

The meeting of the Central Section, C. T. A., at Fresno, March 17 to 20, promises much for the educational interests of that section of the state. With Miss Margaret Sheehy as secretary; County Superintendents Mrs. N. E. Davidson, Craig Cunningham, Florence Boggs, J. L. Dexter, J. E. Buckman, and others to lend support; with City Superintendent Starr of Fresno, President McLane of the Normal School and County Superintendent Lindsay, upon whose shoulders much of the burden of program making and arrangement falls, all bids fair for a successful issue of the meeting. From outside the state there have been secured as speakers President W. T. Foster of Reed College, Portland, and Dr. A. E. Winship of Boston. California will send State Superintendent Hyatt, President Blaisdell of Pomona College, Commissioners Will C. Wood, Dr. Margaret Schallenberger and E. R. Snyder, Profs. Rugh, Thomas and Hummel of the University of California and a score of local and state men and women.

A one and one-third fare will be in force. The general meetings will be held in the forenoons, with section meetings in the afternoons. Entertainment and music will have a large place on the program and the social side will be emphasized. The programs will not be crowded, thus affording opportunity for teachers to meet social or business obligations during the week. Every teacher in the central section region should plan to attend. Several of the counties will hold institutes in the early part of association week, and teachers and superintendents should go directly to Fresno from these meetings. Every teacher should plan as well to take out a membership in the C. T. A. Do not wait for some one to ask you to join. Take the matter up at once with the secretary, Miss Margaret Sheehy of Merced, with your county or city superintendent or with the regularly appointed enrolling officer in your locality.

IN THE EDITOR'S SANCTUM

(Overheard by the Business Manager)

Scene—Office of the Sierra Educational News.

Time—Any old time.

Dramatis personae—The editor, and certain subscribers with helpful suggestions.

(Enter Miss Subscriber.)

Miss S.—Good morning, Mr. Editor. May I help you get out the next issue of the News?

Mr. E.—Certainly, madam. What is it to be?

Miss S.—In the first place, if I were you I'd put a little more life in the paper. I would run a few jokes and humorous articles.

Mr. E.—So you don't think there is anything funny about the magazine. That's very encouraging. Go on, please.

Miss S.—Then, you should have at least four pages devoted to class room hints for the second and third grades, and similar space for my colleagues in the lower grades and kindergarten. Of course, the grammar grades and the high school should have departments of their own. You should have live articles that will appeal to the teachers interested in English, history, drawing, biology, mathematics, modern languages, domestic science, music, physical culture, manual training, interscholastic athletics, and the various school

CREDITS FOR HOME WORK

activities. Yes, a column devoted to sex hygiene and eugenics would be very instructive. The other day we had an interesting spelling bee at the Cowdale School. I feel certain the readers of your valuable journal would find it refreshing to read this and similar happenings in the schools of our great commonwealth. If you should have any extra space you might take up some of the important educational questions of the day. But I realize that we can't have everything. I wish I had time to add to these few suggestions. I'll drop in again. Good-bye. (Exit.)

Mr. E. (finally recovering)—Bring me a time-table, quick!

CREDITS FOR HOME WORK, HIGH SCHOOL, ST. CLOUD, MINN.

THE HIGH SCHOOL DIPLOMA

Sixteen units are required for graduation, at least 15 of which shall be regular school credits. One credit may be granted for systematic and definite home or continuation work as outlined below.

Seventeen units are required for **graduation with credit**, two of which may be for home or continuation work. Standings must average pass plus or above 80.

Eighteen or more units are required for **graduation with honor**, three of which may be for home or continuation work. Standings must average pass double plus or above 90.

HOME TASKS

The following home tasks when well done and certified by parent or guardian will represent $\frac{1}{4}$ of one unit or credit:

Shingling or painting the house or barn; making a canoe or boat; swimming 300 feet at one continuous performance; installing three or more electrical conveniences in your mother's home; taking sole care of an automobile for one season; preparing one meal alone daily for three months; baking the bread for three months; cooking meat and eggs three ways and making three kinds of cake, exhibit; making the beds daily for three months; doing the laundry work weekly for three months; making a waist, dress, or nightgown or other wearing apparel or articles for the home; making a hat or cap; keeping a flower garden, with ten choice varieties of flowers; recognizing and describing twenty different native birds, trees and flowers; sleeping for one year in the open air or with open window; keeping a systematic savings bank account for one year, with regular monthly deposits.

Another Georgia town recently voted in favor of saloons after a lively campaign in which considerable feeling was aroused. Said a citizen in justification of his vote: "If we are going to stand for our women folks wearing shadow skirts and slit skirts and transparent skirts, and our younger women learning to dance the boll weevil wiggles, the Texas Tommy Tango, the bunny hug, the bear dance, the half center, the buzzard flop and the puppy huddle, and so on down the line, then the men folks might just as well have their saloons and the whole push go to hell together."—The Argonaut, Feb. 21.

EFFECTS OF UNIVERSITY EXTENSION IN PUBLIC SCHOOLS

G. V. WHALEY

City Superintendent of Schools, Vallejo, Cal.

Because I have had several inquiries from my educational co-workers concerning the results of the "Extension Class" recently organized in Vallejo, I have concluded to make a general statement of what occurred as a concerted movement to further pedagogical proficiency and engender the proper professional spirit. It is in no way a pre-meditated advertisement for any educational institution.

In the early fall a number of energetic members of the Vallejo School Department organized a class of over twenty-five members who desired to study education as an art. The whole purpose was to increase pedagogical efficiency of the members and indirectly the department in general. The Bureau of Correspondence Instruction of the University of California was addressed and under the management of the University Extension Division a series of fifteen evening lectures were arranged to be given in groups of five lectures each and each group to be delivered by some member of the faculty of the School of Education. The faculty members who came to us pursuant to this arrangement were Dr. I. W. Howerth, Prof. W. S. Thomas, and Prof. C. E. Rugh. The Board of Education gave us free of charge the use of a large well-lighted room in one of the centrally located school buildings. The course was offered to all who wished to attend in whole or in part and by arrangement with the University some of the members used the class work for credit upon a previously arranged plan of university training.

The work took the form of an introductory lecture hour followed by discussion of psychological and pedagogical theory which was made applicable by shaping it to the problems of the department which were presented by the teachers at these informal sessions.

The first course has just recently been completed. It has created the most harmonious feeling in the department. It has generated a most progressive spirit. It has brought the newest, the best, and the most efficient methods into the system and has enthused the participants along the lines of scientific pedagogy. As a result of this first course there is a movement now in progress to institute a course of lectures on Municipal Economics which will be offered to the members of the school department in conjunction with two or three civic organizations.

Provided others of my fellow educators wish further information concerning such work I would advise that they address the Extension Department of the University of California because it is possible to arrange courses which are personally directed by the University Faculty and upon various subjects of interest to schools or communities in general. I can heartily recommend University Extension for California schools because I know it works successfully.

FLASHES FROM THE MAGAZINES

The Woman Peril in American Education

"I lay down the broad statement that no woman, whatever her ability, is able to bring up properly a man-child. The woman's ability to teach, let me say at once, is no part of the question. I am concerned only with her unconsciously destructive influence on the masculine character of the boy."—F. E. Chadwick, *Educational Review*, Feb.

"College Domination" of the High School

"College domination of the high school course of study seems to be a man of straw well calculated to bring out the very best oratorically of which secondary school men are capable."—F. D. Boynton, *Supt. Schools, Ithaca, N. Y.*, in *Educ. Rev.*, Feb.

"Social Hygiene: What the Girls in My Class Think About It"

"To encourage their confidence and to establish a reverent state of mind toward the function of sex—for manhood and womanhood—I treated the subject frankly, by giving clear statements of scientific facts in anatomy, physiology, and hygiene, and their relation to good citizenship. Presently the atmosphere cleared and a wholesome interest replaced the unstraint of the first lecture."

(Note: Dr. Smith had them answer certain questions. Every precaution was taken to insure a frank statement of opinion. The following are typical answers:)

"It has made all life sweet and beautiful to me and there is nothing coarse, vulgar, or 'awful' in talking of the development of life, if it is spoken of in a reverent and scientific way."

"Some people seem to have the opinion that knowledge of such evils spoils the 'innocency' of girlhood, but except in rare cases, it only makes God's plan more beautiful. It is the false, not the true, that takes away the beauty."

"When I realize, as I have since taking the course, what a sacred thing our body really is, I could not think of doing anything that would harm it. I prize it not only for my own peace and comfort, but for the generations that might follow. It seems to me that the keynote of the whole thing is cleanliness—cleanliness in mind and body and conduct."—Alice M. Smith, M. D., *Professor of Social Hygiene, University of Puget Sound, Tacoma, Independent*, Feb. 16.

What Have Women Done with the Vote?

"I do not question the importance of the appropriation for the revenue-producing hog, but wouldn't it have been well had some woman been in that legislature to stand up for the revenue-producing child?"—Geo. Creel in *The Century* for March.

What Our University Lacks

"Although situated in the literary center of the West, the University of California makes no provision for literary training."—A U. of C. student in *Overland*, Feb.

On a Certain Arrogance in Educational Theorists

To teacher's I would say: Try all plans and methods by the touchstone of universally accepted educational principles; seek through experiment for some kernel of good in whatever scheme is proposed to you; accept nothing on the mere pretensions of arrogant theorists; and do not try to overload your pupils by teaching too many things at one time.—William H. Maxwell, *Educational Review*, Feb.

Teaching Teachers to Teach

(An interesting story giving the experiences of a university graduate teaching in a normal college.)

"A normal school is a vocational school. Its students must know their tools, which evidently mean merely 'lesson plans' and 'methods.'"

What the charge was I discovered early in my teaching career. For in the science of this aspect of education there are two camps. One is represented by the university or college: the other by the normal school. One claims that given the knowledge and the means of acquiring it—some ideas to rub up against some other ideas (such an education as one receives at a university)—almost any graduate can transmit that knowledge—can teach.

The other camp insists that such an idea only takes care of the odds and ends of the profession of teaching—that this profession must set store by the science, by the mechanics of transmission, by "methods," pedagogic "observation," and "lesson plans." And so its schools—the normal school—classifies as a vocational school, teaching the craft of its profession and graduating its pupils (if they have completed a high school course) in two years rather than in the collegiate four.

Well, no wonder the man at the head of a normal school must be a political juggler before he is a scholar; no wonder he must know the tricks of the average legislator rather than the needs of the average student. And so long as the standard of the vocational school which trains the public school teachers for the State is flexible, just so long will our public school education fall short.—**Mary Master Needham, Collier's Weekly, Feb. 28.**

The Book Trust and the Papers

Of all the trusts against which the daily press is railing, the "Book Trust" is the huge joke. When an uninformed legislator gets an idea that his constituents will applaud a bill for cheap school books, he cries "Book Trust" and offers to save a million; when a superintendent is dropped for incompetency he charges it to the "Book Trust"; when general publishers are compelled to sell to a department store which refuses to maintain prices, a general reduction in the cost of school books and the discomfiture of the school "Book Trust" are predicted.

To well informed schoolmen all this is simply the result of ignorance of the educational publishing business and of school conditions. It seems almost futile to repeat that there is no book trust. More than 130 independent firms are engaged in selling books and no one company has a monopoly or anything resembling a monopoly of the business. Competition is keen and discriminations in prices are practically unknown.

The Texas laws governing the adoption of textbooks for uniform use in all the schools contains these provisions:

"No book or books shall be purchased from any person, firm or corporation who is a member of or connected with any trust; and in the event it be established that this provision has been violated, such violation shall be held to be fraud and collusion as contemplated under section 26 of this act, and the Attorney-General shall bring suit upon the bond of such person, firm or corporation, and upon proof of such violation shall recover the liquidated damages provided for in section 26 thereof."

Nearly 50 publishing houses, including all of the large and prominent firms, submitted bids last fall in Texas for furnishing books and made oaths that they were not members of any combination or trust. Could there be any evidence more conclusive?—**School Board Journal.**

Our Book Shelf

First Year in Algebra. By Webster Wells and Walter W. Hart. pp. 321, and **Second Course in Algebra**, by the same authors, pp. 285. D. C. Heath & Co.

Prof. Wells is the author of a series of texts on mathematics, and Walter W. Hart, Assistant Professor of Mathematics, University of Wisconsin. These books, uniform in size and binding, present a comprehensive course in algebra of work for beginners through that necessary to meet college requirements. The second book is so arranged that it becomes a sequel to the first course. The same authors have presented in the 424 pages of their "New High School Algebra" a comprehensive course sufficient to cover all required work in the high school. The volumes are well arranged, the order logical and the problems well chosen.

How to Become a Law Stenographer. By W. L. Mason. Isaac Pitman & Son, pp. 190.

This book for stenographers and typewriters gives a compendium of legal forms and documents, and is an admirable treatise for those who desire to become proficient in law stenography. The book will be used to good advantage in high schools and business colleges.

Pitman's Spanish Shorthand, pp. 119, is a self-instructor to be used in high schools and business colleges. It adapts the Isaac Pitman system of phonography to use in the Spanish language. This book will find a particular place in the schools of the Southwest where the study of Spanish is receiving such attention.

Little People Everywhere Series. Thirteen titles including Kathleen in Ireland, Betty in Canada, Manuel in Mexico, Gerda in Sweden, Marta in Holland, Donald in Scotland, Umé San in Japan, Hassan in Egypt, Josefa in Spain, and Colette in France. Little, Brown & Co.

This series of geographical readers by Etta Blaisdell McDonald, Author of the Child Life Readers, and Julia Dalrymple, average about 120 pages each, and are sold at 60 cents. To teachers or schools they are 45 cents postpaid. They are delightfully written, contain excellent full page photographs and each book has a fine colored plate as frontispiece. The entire series is interesting to both children and grown-ups.

Paper and Cardboard Construction. By George Buxton, Director of the Manual Training Dept. Stout Institute, and Fred. L. Curran, Supervisor of Elementary Manual Training, Stout Institute. The Manual Arts Press, pp. 191, price \$1.50.

This book is a distinct contribution to the literature of primary hand-work and furnishes an admirable manual for teachers. Problems in elementary processes such as measuring, folding, fastening, etc., are thoroughly discussed and the subject of decoration admirably handled. In addition more complex problems in the making of books, boxes, and so on are dealt with. The make-up of the book is particularly attractive, the directions explicit, and the sketches and half tones excellent. There is included several pages of samples of cover papers, lining papers, etc.

Civil Government in California. By John Richard Sutton, Vice-Principal Oakland High School. American Book Company, pp. 464, price \$1.

This is a timely volume and one that will be received eagerly by the teachers of our State. While prepared especially as a text for high school and college students, it will find its place as well for reference in the intermediate school. The general reader in the home will find this volume of the greatest informational value. There are discussed the problems of both county and municipal government, selection and duties of

officers, the political subdivisions of California, the legislative and executive branches of the state government, the judiciary, the grand jury and juvenile court and the state school system. The book is well written and the arrangement good.

The Power of Mental Demand, and Other Essays. By Herbert Edward Law. Paul Elder & Co., price \$1.25.

This unpretentious volume contains a world of truth and a mine of information for men and women in all walks of life. These essays while based upon the practical affairs of life, show a grasp of philosophy, knowledge of human nature and a sympathy with the rank and file seldom manifested in the business world. The author, himself a successful business and professional man, has had occasion to advise many an associate as to advance in the business world. These letters form the basis for the book. Through it all there is clearly shown the necessity for straightforward dealing in building up a successful enterprise.

The Every-day Life of Abraham Lincoln. A Narrative and Descriptive Biography with Pen Pictures and Personal Recollections by Those Who Knew Him. By Francis Fisher Browne, Compiler of Golden Poems, Poems of the Civil War, etc. Browne, Howell Co., pp. 622.

This life of Lincoln by the former editor of *The Dial* is a distinct contribution to the literature of Mr. Lincoln. Mr. Browne had all of his life been an admirer and student of Lincoln, and in the 29 chapters of his book he has given us an insight into the life and character and personal work of this "First American" such as can be found nowhere. The author did not pretend to cover detailed biography as in Nicolay and Hayes books, but the human side of the man is brought out and touches of real life given such as to make this volume a rare contribution. The incidents and anecdotes are many of them new and before unpublished. Mr. Browne made the completion of this book his final work and it is indeed a fit monument to his memory. There is a new portrait of Lincoln included.

Art for Life's Sake. An Application of the Principles of Art to the Ideals and Conduct of Individual and Collective Life. By Chas. H. Caffin, Author of *How to Study Pictures*, etc. The Prang Co., pp. 287.

This book discusses in a wholesome fashion the problem of art as it relates to the life and activities of individuals and of society. It brings to the reader a point of view not usually held but which is more and more coming to be understood. The "Art for Art's Sake" position is broadened in the present discussion. Such topics are discussed as Natural Beauty and Artistic Beauty, Standards of Beauty in Art, Beauty and Ugliness in Life, Fitness in Our Public Buildings, The World's Need of Art, The Practical and the Ideal, and give an idea of the character of this admirable volume.

A Cyclopedia of Education. Edited by Professor Paul Monroe, Ph.D., Professor of the History of Education, Teachers' College, Columbia University. New York, 1911-14. Five volumes. Price \$5 per volume.

With the exception of Kiddle & Schem's one volume Cyclopedia of Education, very helpful in its time, but long since out of date, since it was published in 1877, we have had no cyclopedia of education in the English language until the appearance of the present work. The American student interested in educational subjects was obliged to rely chiefly upon the foreign cyclopedias, chiefly the German, edited, the earlier one by Schmid, the more recent by Rein. Happily this necessity is obviated by the great work just completed in the publication of the fifth and last volume. We may therefore congratulate ourselves, as well as the author,

on the fact that we now have in English a cyclopedia of education that, to say the least, compares favorably with the best works of the kind in other languages.

These five volumes include concise discussions of all topics of importance and interest to the student of education. To each of the more important articles is attached a brief bibliography of the subject discussed, and the subjects cover the whole range of education. The work is therefore indispensable to educators, ministers, politicians, all indeed, who have to do with educational subjects. It is particularly valuable to teachers. To the teacher it is not only a book of reference but a library of systematic treatises on all the more important educational subjects. The last volume contains a most helpful analytical index, with page references, including the following subjects: The History of Education, The Philosophy of Education, Educational Psychology, Methods of Teaching, Educational Sociology, Educational Administration, Elementary, Secondary and Higher Education, Physical Education, School Hygiene and Athletics, and Architecture.

In the preparation of this great work Prof. Monroe had the assistance of some fifteen departmental editors and more than a thousand individual contributors. Among the collaborators are numbered the leading educational thinkers of America, and some of the distinguished educational philosophers of foreign countries. The work as a whole may therefore be said to embody the results of the latest research in matters of educational interest, and the best thinking on educational practices and problems.

It is not extravagant praise to say that the completion of this Cyclopedia marks an epoch in the development of education in this country. Henceforth the means of educational information will be easily and generally accessible, and we may therefore expect a consequent increase in the diffusion of knowledge pertaining to education, and an enlarged interest in educational subjects. This must, of course, lead to an improved organization of educational thought and practice, and consequently to the early solution of many of the educational problems that now confront us. A more rapid advancement in all lines of educational activity is sure to follow the completion of this much needed Cyclopedia of Education.

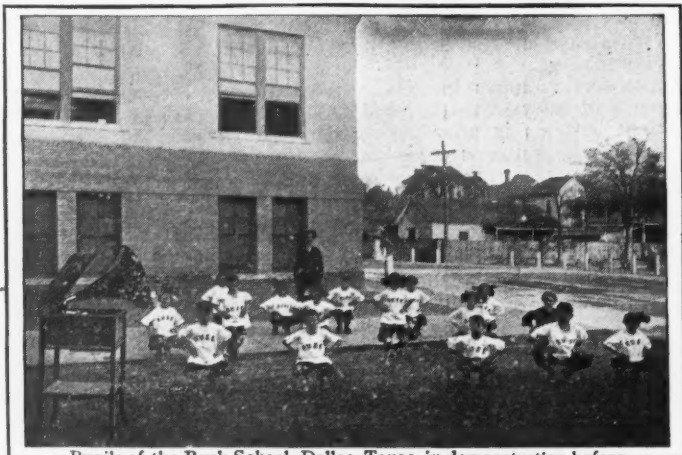
I. W. Howerth.

European Beginnings of American History. By Alice M. Atkinson. Ginn & Co., pp. 398, price \$1.

This is an admirable discussion of the foundations of American history as laid in Europe. In it are presented the leading facts of European history that must be understood in order to properly appreciate the development of our own country. These facts are presented in a most readable and interesting way, but at the same time never at the cost of accuracy of statement or scientific principle. All the significant periods and movements have been illustrated in so far as possible by using England as a connecting link between the European countries and our own. The book is admirably illustrated with half tones, cuts and colored maps. It is excellently printed and bound.

The Silver-Burdett Arithmetics, Books 1, 2 and 3. By Geo. Morris Philips and Robt. F. Anderson, the former of Bucknell University, and the latter Westchester, Pa., State Normal School. Silver, Burdett & Co.

Book one is intended to cover the arithmetic work as usually taught in the primary grades. Book two is designed for the sixth grade and is an advance upon the more elementary volume. The seventh and eighth grade work is given in book three. Books one and two review the work of the preceding volume and in the hands of a live teacher the books may be adapted to almost any grade of work. They break away from the stereotyped arithmetics and emphasize real live problems and those that have some relation to actual life conditions and of business.



Pupils of the Rusk School, Dallas, Texas, in demonstration before the State Teachers Association, November 28th, 1913

The School Board of Dallas, Texas adds the Victor to its school equipment

Ever since its introduction into the schools, when the Victor first demonstrated its value in school work, it was a foregone conclusion that the school boards would eventually furnish their buildings with the Victor, just as they do with various other articles of school equipment—and that is just what is happening.



Victor XXV
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The horn can be removed and the instrument securely locked to protect it from dust and promiscuous use by irresponsible people.

Heretofore each individual school has usually installed its own Victor, but now school boards have become so impressed with the usefulness of the Victor, and the fact that it is in daily use in the schools of more than **one thousand cities**, that they are including it as part of their standard equipment.

The school board of Dallas, Texas, has just appropriated **two thousand dollars** and added twenty-six more Victors (and appropriate records) to the number already in the schools, and they will eventually have two Victors in every school in the city.

Another indication of the increasing influence of the "Victor in the schools" is the endorsement and approval of the Victor book "What We Hear In Music" by the Supervisor of Music and Board of School Superintendents, which has resulted in the school board of New York City placing it on the regular list of text books for use in the New York schools.

You have only to hear the special school records for marching, calisthenics, folk dancing, to realize the valuable field and boundless possibilities of the Victor in school work.

Any Victor dealer will gladly arrange for a demonstration right in your school. Write to us for booklets and full information.

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Say you saw it in the Sierra Educational News

Gleanings

Penny Lunches.—At the Garfield Kindergarten, Pasadena, penny lunches are provided each day for 25 Mexican children. Many children attend school without lunches and parents co-operate to furnish soup and bread.

The Scholia Club met in San Francisco Feb. 21. President D. R. Jones introduced Dr. Richard G. Boone as chairman. The discussion for the evening was on the proposed Vocational Education Bill.

Webster's New International.—As a standard of excellence the Webster's New International Dictionary meets every requirement. With its more than 400,000 vocabulary terms, 6,000 illustrations, and

many new and modern features, it is a book that contains a liberal education in itself.

Van Nuys.—Not a dissenting vote for the \$120,000 bond issue for proposed new school plant. Fifteen acres has been purchased for the high school site. Nathan C. Smith, formerly of Alhambra, has been elected supervising principal. School will open in the fall.

Tenure.—In the Boston Globe of Feb. 8, Ernst Makechnie, president of the Massachusetts Teachers' Federation, and others, make a strong plea for tenure of office for public school teachers. Teachers should secure this article from Mr. Makechnie.

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4 and 5—American Book of Golden Deeds.....	50
2 and 3—Another Fairy Reader	35
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6 and 7—Discovery of the Old Northwest	60
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1 and 2—Fairy Reader	35
2 and 3—Fairy Stories and Fables	35
4 and 5—Fifty Famous People	35
4 and 5—Fifty Famous Stories Retold	35
5 and 6—Four Great Americans	50
4 and 5—Golden Fleece	50
3 and 4—Gulliver's Travels Retold	35
5 and 6—John Bunyan's Dream Story	35
7 and 8—Nine Choice Poems	25
4 and 5—Old Greek Stories	45
4 and 5—Old Stories of the East	45
2 and 3—Robinson Crusoe Retold	35
2 and 3—Second Fairy Reader	35
4 and 5—Stories of the King	50
4 and 5—Thirty More Famous Stories Retold	50

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Flagstaff Normal.—The Summer Session of the State Normal at Flagstaff, Arizona, opens on June 15 and continues 8 weeks. Our sister State draws upon Long Beach and secures on its staff Miss Leta E. Severance, Supvr. of Penmanship in that city.

Alhambra.—\$150,000 to complete the high school group and \$60,000 for grammar school purposes is

thought necessary for Alhambra. The election will occur March 20. Norman F. Marsh is architect.

"**Mr. David Lever**, for three years manager of the InterMountain Educator, is now business manager of the Sierra Educational News, one of the best educational journals in the entire country."—Educational Exchange, Birmingham, Alabama, February.

L. L. Poates and Companys Handy Atlas

will be ready **March 15th**—\$1.00 in leather, \$.50 in cloth, postpaid to any point in the World; also 12 assorted samples of the "**POATES GEOGRAPHICAL SERIES OF BLOTTERS**" will be sent postpaid to any address on receipt of \$.30—money order, stamps or coin.

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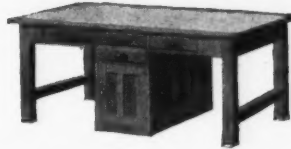
School Masters' Club.—The Tulare County School Masters' Club has been organized, with W. T. Walton, president. Better co-operation, interchange of stereopticon slides, books and manual training tools and other matters will occupy the club.

At the School Bond election in Berkeley on Feb. 28, the proposed \$1,320,000 bond issue was defeated

by a slight margin, a two-thirds vote being necessary. The fact that the people of Berkeley had the courage to put up a bond issue of such magnitude argues well for the success of the vote next time.

Council, Bay Section.—On March 28 at the John Swett School, San Francisco, there will be a meeting of the Council of the Bay Section. D. R. Jones is president.

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CHARLES F. SCOTT

Passed by the National Board of Censorship.—Bus. Mgr.

The Kate Kennedy School Women's Club met in San Francisco on Feb. 21, with Miss Annie Hogart in the chair. A. J. Cloud and Dr. A. A. D'Ancona spoke and there was a demonstration of social center work by children of the Monroe School.

Inglewood.—Four buildings will be added to the present plant of the high school on its seven acre campus. One hundred and fifty thousand dollars is available.

Crayola.—Teachers sometimes speak of "this" or "that" crayola. The name "crayola" is copyrighted and is applied only to the product turned out by Binney & Smith. Schools everywhere are finding crayola a most superior wax crayon.

Summer Session.—At State Normal, San Diego. Course of six weeks beginning June 30. For experienced teachers and others, and 40 courses to choose from. The summer climate is ideal.

Kite Tournament.—The seventh annual kite tournament of the Los Angeles schools will include 55 different events arranged under 13 groups, and planned for contestants of all years and grades. Every kind of kite will be entered and every possible contest offered.

Teaching Records.—"I have just finished adding up my months of experience as a teacher in California. I find I have served 467 months covering a period of 40½

years. Is this the 'Record'? writes S. T. Black of San Diego. C. W. Childs of Oakland says: "I commenced to teach in El Dorado Co. on May 3, 1862. . . . 41½ calendar years, receiving a salary for 465 school months. . . . I am still teaching and hope to continue for some years to come."

Tustin.—A grammar school to cost \$45,000 is to be built at Tustin.

Hotel Oakland

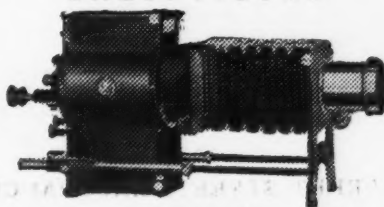


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Intermediate School.—The largest individual school building in the State is the Boyle Heights Intermediate School, Los Angeles. The cost was \$350,000. The roof garden is a notable feature. Already the 1,200 limit is nearly reached.

From Grade to High School.—At Santa Monica 62 graduated from the eight grade and 58 of these entered the Santa Monica High School.

Liability Law.—Boards of education are considering the taking out of insurance on teachers and other employees. School districts are no doubt liable under the new law the same as any other corporation, person or firm.

Women Teachers.—According to Rear Admiral Chadwick who writes in the Educational Review, women teachers in our public schools have resulted in "feminized, emotional, illogical manhood." Has the Ad-

miral "met up" with any of our "feminized" men teachers, think you?

San Bernardino.—March 19 is the date for the \$250,000 high school bond issue. San Bernardino has long needed a new high school.

Orlando Baker.—On Feb. 2, at Springfield, Mass., occurred the death of Orlando M. Baker, for years interested in the publication of Webster's Dictionary and president of the G. & C. Merriam Co.

Janitors.—In Salt Lake County, Utah, the school janitors meet in an annual "institute," to discuss the technical side of their work.

Music.—Miss Ada Gertrude Jordan of 2532 Hillegass Ave., Berkeley, representing the Educational Dept., Victor Talking Machine Co., is prepared to give lecture-recitals illustrated with the Victor-Victrola. These recitals are of real educational merit.

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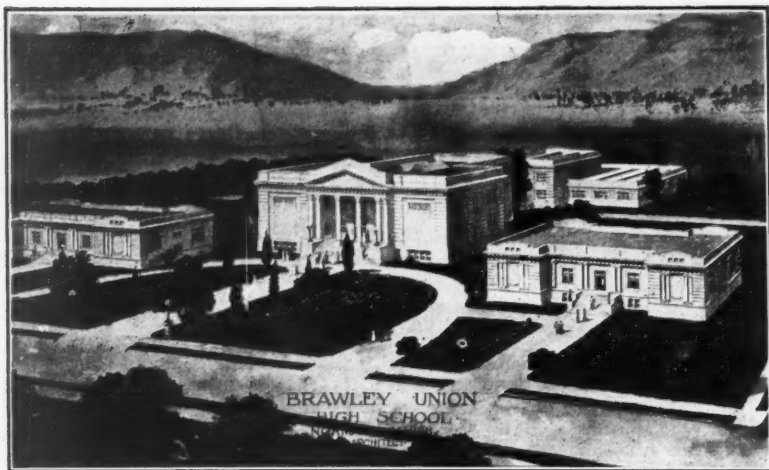
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UNION HIGH SCHOOL

Brawley, California

NORMAN F. MARSH, Architect

The great Imperial Valley believes in the right kind of schools. The best way to attract settlers to a new country is to offer superior educational advantages. The Brawley district has now under construction the central building of the above group which eventually becomes the Academic building of the group. The other buildings shown are the Household Economy, Science and Manual Arts.

Mark Sickal.—After teaching 30 years, Mark Sickal, principal of the San Pablo School, Contra Costa County, died on Feb. 2. He was one of the best known school men in the State.

Applied Arts and Sciences.—The California Association of the Applied Arts and Sciences together with the various sections, will meet at the John Swett School, San Francisco, March 28. Section meetings at 9:30. Meeting at 2 p. m., with the Council of the Bay Section, C. T. A., to discuss the proposed Vocational Education Bill.

Pasadena.—\$90,000 bond issue carried to improve and enlarge grammar schools and to build two new buildings.

Ideal Sound Exemplifier.—An attractive booklet published by the Sisters of Saint Joseph, of the Archdiocese of Boston, price 15 cents. Primary teachers will find it useful in training children to be-

come sight readers. The book, in the hands of children, renders much board work unnecessary.

Bay Section Directors.—On Feb. 28 there was a meeting at Santa Rosa of the Directors of the Bay Section, Miss Minnie Coulter in the chair. Robt. A. Lee of San Jose was elected to succeed W. H. Hanlon on the board. An invitation was received to hold the next annual meeting at Santa Rosa.

Glendale.—Plans for two new brick high school buildings completed. They are the manual arts building and the household arts building and complete the group.

Junior Exposition.—The second annual Junior Exposition for the San Francisco schools will occur in May. Entries will be received up to May 1.

Occidental.—The dedication of the new buildings of Occidental College on the Eagle Rock campus will be held March 26 and 27.

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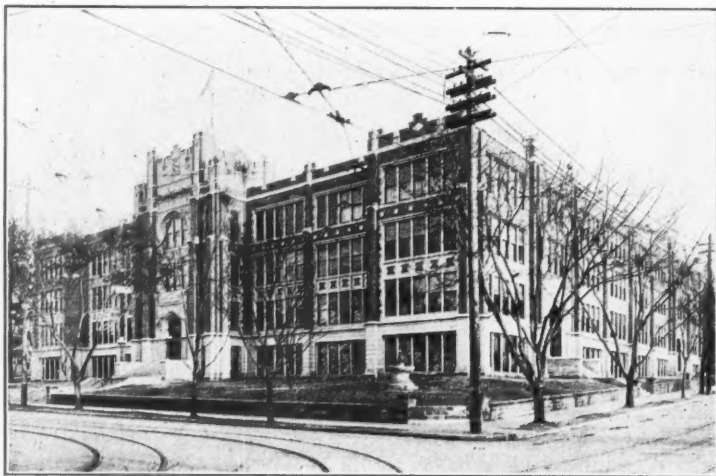
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National Education Association,
St. Paul, July 4-11, 1914.

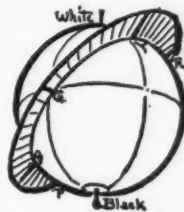
The Character Builder, by Dr. J. J. Shaner of San Jose is a volume of 445 pages. In the 42 chapters there is set forth the basis of moral training and character formation. The book is intended not alone for the general reader but for the teacher and the pupil.

Lock-Step Schooling and a Remedy is the title of a 25 page monograph written by Pres. Frederic Burk of the State Normal School, San Francisco. The lock-step is the class system in our schools. The remedy is individual class room work substituted for the "class lock-step." This is made possible at the State Normal School largely by throwing our present text books into the discard and by substituting therefor a new type of text, written by members of the school staff. The "over-age" problem is dwelt upon by the author.

In New Jersey there is state aid for vocational schools. There is a deputy commissioner in charge of vocational education. The local community furnishes the building and one-half of the cost of equipment and maintenance, while the state pays the other half, the amount not to exceed \$10,000 in any year for one school.

Calvin M. Woodward.—In the death of Calvin M. Woodward of St. Louis, there passes one of the original promoters of the cause of manual training in this country. As founder and director of the St.

Louis Manual Training School, and as a lecturer and writer on manual training during the past thirty years, he has never faltered in his enthusiasm for the best in education. As President of the School Board of St. Louis he was in no small degree responsible for the great strides that city has made educationally. Every real student of manual training owes much to Dr. Woodward and will mourn his loss.



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Ginn & Co. wish to express their appreciation of the fact that a large number of subscribers to the "Sierra Educational News" have this year been answering their advertisements especially those relating to Thompson's "Minimum Essentials." They request those who are securing some especially interesting results from the use of these test papers to send them in to Ginn & Co.

Owing to the growing demands for expansion in Los Angeles, the people will be asked to decide upon the selling of Mercantile Place, a valuable business property, the pro-

ceeds to apply on new school sites and buildings. The matter of wooden vs. brick structures and the sale of the Parental Home land will also be determined.

U. S. Commissioner of Education P. P. Claxton has asked for an appropriation of \$268,600 for the Bureau of Education for 1914-15. Considering the small amount of money at the disposal of the bureau it is marvelous what a great work the Commissioner and his associates are accomplishing.

Pomona.—A new brick grammar school, modern throughout, to be erected here.

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JULY 27—AUG. 28

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Manual Training Theory
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Principles of Design

DRAWING

Elementary Mech'l Drawing
Projection Drawing
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Introductory Drawing
Elementary Machine Drafting
Advanced Machine Drafting
Elementary Archt'l Drafting
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Archt'l Drafting Practice
Pencil Sketching
Elementary Design
Shop Design
Interior Decoration

METAL WORK

Elementary Forging
Agricultural Forging
Professional Forging
Tool Smithing
Art Smithing
El. Machine Shop Practice
Adv. Machine Shop Practice
Millwrighting
Foundry Practice
Saw Filing
Hammered Copper Work
Jewelry and Silver Work

WOOD WORK

Elementary Woodwork
Joinery
Elementary Cabinet Making
Table Construction
Case Construction
Mill Work
Veneering
Elementary Wood Turning
Advanced Wood Turning
Carpentry Construction
Pattern Making
Elementary Wood Finishing
French Polishing
Varnishing and Rubbing

PHYSICAL TRAINING

Gymnastics
Swimming
Athletics
Public School Physical Training

OTHER COURSES

Primary Handwork
Clay Modeling
Pottery Making
Elementary Bricklaying
Advanced Bricklaying
Cement Work
Plumbing Practice
Elementary Printing
Advanced Printing
Lettering and Sign Painting

HOUSEHOLD ARTS COURSES

DOMESTIC ART

Plain Sewing
Model Sewing
Art Needlework
Millinery
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Cutting and Fitting
Costume Design
Textiles

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Food Study II
Elementary Cooking I
Elementary Cooking II
Advanced Cooking

The courses are planned to meet the needs of teachers of the manual and domestic arts who desire additional training in special lines of work; superintendents and principals of public schools wishing to study improved plans of organization and management of manual training and domestic art and science in public schools; grade teachers wanting instruction in cooking, sewing, and elementary construction work; teachers who may be required in addition to their other work, to take charge of physical training and athletics in the grades and high schools; persons who may be interested in a study of the family as an institution, and of its various members, their relation to each other and to society; those interested in institutional housekeeping; prospective students in the regular courses of the Stout Institute; persons desirous of gaining practical experience in various forms of crafts work. Special attention given to the needs of teachers of hand work in continuation schools.

For detailed information address:

L. D. HARVEY, Pres., THE STOUT INSTITUTE, Menomonie, Wis.

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OTHER COURSES

Org'z't'n of Domestic Economy
Household Management
Home Nursing
Home and Social Economics I
Home and Social Economics II
Home and Social Economics III
Institutional Administration

Rev. Samuel Hopkins Willey died in Berkeley on Jan. 21, at the age of 93. Dr. Willey was the founder of the University of California. He was the teacher of the first American school in the state, founder of the first American Church, and in the words of President Wheeler, "No man has ever lived in California a more useful life." In 1910 the university conferred upon him the honorary degree of LL.D. He was first executive officer of the College of California which later became the State University.

The board of education of Bristol, Conn., has passed a rule permitting high school pupils to substitute music, either instrumental, vocal, or theoretical, for a high school study. In order to do this they must do a specified amount of work under a teacher approved by the board of education and reports must be made by the music teacher and the parents in regard to progress and practice. The superintendent reports good results from this plan.

Junior College.—"The Junior College offers two opportunities—first, to the boy who cannot go away to a larger university, and, second, to the boy who wants to go later."—Supt. Francis of Los Angeles before the mid-year high school graduating class of 140. There were five graduates in the first class of the Junior College. Dr. George M. Stratton of the University of California, delivered the address of the evening.

Inherited Tendencies of Secondary Instruction in the United States, is the title of a monograph by Professor H. G. Lull of the Department of Education, University of Washington, and published by the University of California Press. This volume is of more than usual interest to the student of secondary education. Professor Lull has, through this exhaustive study, dealt with the aims of secondary education from ancient times to the present, and has given a clear analysis of the relation of the secondary school to the college, and of the work of the early New England academies.

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Why the Isaac Pitman Shorthand is the Best

AN OPEN LETTER.

Tamalpais Polytechnic High School
Department of Commerce
Mill Valley, Cal.

November 5, 1913.

MR. V. KERSEY,
1029 Sunset Boulevard, Los Angeles, Cal.

Dear Sir:

I understand you are seeking all the information you can get on the question of the best system of shorthand for use in Public Schools.

You may therefore be interested to know something of our experience of the past four years. It is not my intention to champion the cause of the Isaac Pitman system as such. The results of the International Speed Contests demonstrate the superiority of the system, but some have doubted the wisdom of using so highly scientific a system, capable of recording at the rate of 200 words a minute up, when probably the average stenographer would find 100 words a minute sufficient for his requirement.

I take pleasure in recording my conviction that as the best method of presenting the subject of shorthand, irrespective of any particular system, the "Course in Isaac Pitman Shorthand" stands absolutely unrivaled, and has demonstrated beyond question the possibility of teaching the best system the world has ever seen, in the shortest time and with least labor by the student and least worry to the teacher.

We have one period a day and cover on an average two lessons a week, thus completing the forty lessons in the theory of shorthand in one term of twenty weeks. This enables us with one term of dictation practice, to reach a speed of from 75 to 100 words per minute in one school year.

With the increasing demand for efficiency in the business world, it seems to me that the question of the shorthand of the future is already settled, for I do not believe that any known work can even distantly compare with this peerless "Course."

Please understand that my one object in writing this letter is merely the expression of one of the instincts of the teaching profession, viz., having found a good thing the desire to pass it along.

Yours truly,

W. S. STONE,
Director of Dept. of Commerce,
Sec. of American Institute of Commerce.

Send for copy of Report of a Special Committee appointed by the New York Board of Education on the Teaching of Shorthand in High Schools, and particulars of a Free Correspondence Course for Teachers.

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Recreation League.—The San Francisco Recreation League is composed of over 75 commercial, civic and philanthropic organizations. The league endeavors to educate the public to the importance of beautifying recreation places, has established a boys' camp, investigated dance hall conditions, promoted music and pageantry, established social centers, publishes a monthly paper, and is a tremendous element for city betterment.

At the recent National Conference on Race Betterment held at Battle Creek, Michigan, four hundred prominent men and women took part. The benefits of this meeting will be far reaching. Among the important statements the following was uttered by Henry Smith Williams: "I believe that a great deal can be done by publication of facts as to the physiological effects of alcohol, in the way of inducing educated and intelligent people to conserve their

health by limiting the use of alcohol or giving it up altogether."

The U. S. Bureau of Education has organized a division for study of the kindergarten, its place in the educational system, its social value to the community and its future development.

C. W. G. Hyde, for many years editor of School Education, paid this office a pleasant visit recently. Mr. Hyde has been for some months at Portland, Oregon. He is not only an educational journalist but an educator.

A new projection map by B. J. S. Cahill eliminates the distortion in projection noted in the Mercators' and other projections. The tremendous exaggeration of high latitudes is obviated. The so-called butterfly map has been copyrighted by the Panama-Pacific Exposition in conjunction with Mr. Cahill and will be used at the Exposition. Mr. Cahill's work is endorsed by some of the best authorities.

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BOOKS RECEIVED

Silver, Burdett & Co.: The Magnolia Primer, by Eulalie Osgood Grover, pp. 128.

Rand, McNally & Co.: The Four Wonders—Cotton, Wool, Linen, Silk, by Elnora E. Shillig, pp. 137, price 50 cents. Five Messages to Teachers of Primary Reading, by Nettie Alice Sawyer, pp. 219, price \$1.00.

Little, Brown & Co.: The Wide-Awake Fourth Reader, by Clara Murray, pp. 329, price 50 cents.

The Prang Co.: Twelve Great Paintings; Personal Interpretations, by Henry Turner Bailey, pp. 63. With Pen and Ink, by James Hall, pp. 80. Pencil Sketching, by Geo. W. Koch, pp. 60.

J. B. Lippincott Co.: Training the Little Home Maker, by Mabel Louise Keech, pp. 77. Principles of Character Making, by Arthur Holmes, pp. 336. Current Activities and Influences in Education, by John Palmer Garber, pp. 370.

C. W. Bardeen: Mother Nature and Her Faries, by Hugh Findley, pp. 130, price 50 cents. The Teaching of Mathematics, by Raymond E. Manchester, pp. 75.

Atkinson, Mentzer & Co.: Oral English, Book 1, by Clara Beverley, pp. 156, price 35 cents.

Chas. Scribner's Sons: Drawing and Constructive Work for Elementary Schools, by Frank H. Collins, pp. 180. Typical examples of Freehand Drawing and Constructive Work for All Grades, Series 1, 2 and 3, by Frank H. Collins; first series, 50 plates, second series, 16 plates, third series, 28 plates. Eugene Field Reader, by Alice L. Harris, pp. 96. American Beginnings in Europe, by Wilbur F. Gordy, pp. 336. Some Merry Adventures of Robin Hood, by Howard Pyle, pp. 176.

Houghton, Mifflin Co.: Rural Life and Education, by Ellwood P. Cubberley, price \$1.50. The Teacher and Old Age, by Chas. A. Prosser, pp. 140, price 60 cents. Sinopah, The Indian Boy, by James Willard Schultz, pp. 155, price 45 cents. Adrift on an Ice-Pan, by Wilfred Thomason Grenfell, pp. 69, price 25 cents. Stickeen, The Story of a Dog, by John Muir, pp. 74, price 25 cents.

Warwick & York: The Socialized Conscience, pp. 247.

The Bobbs-Merrill Co.: Better Rural Schools, by George Herbert Betts and Otis Earle Hall, pp. 512.

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The Character Builder

By Dr. J. J. Shaner

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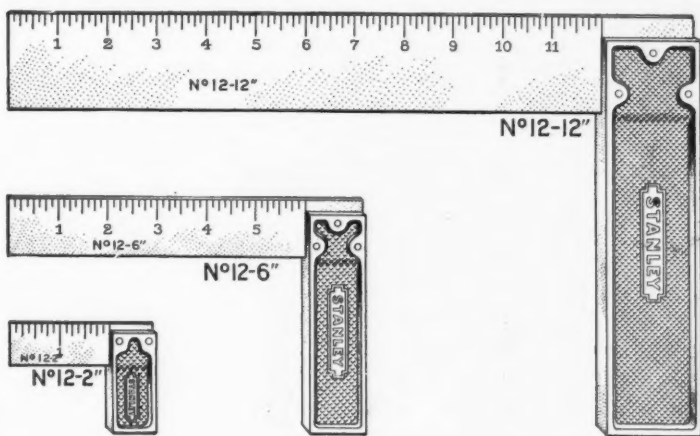
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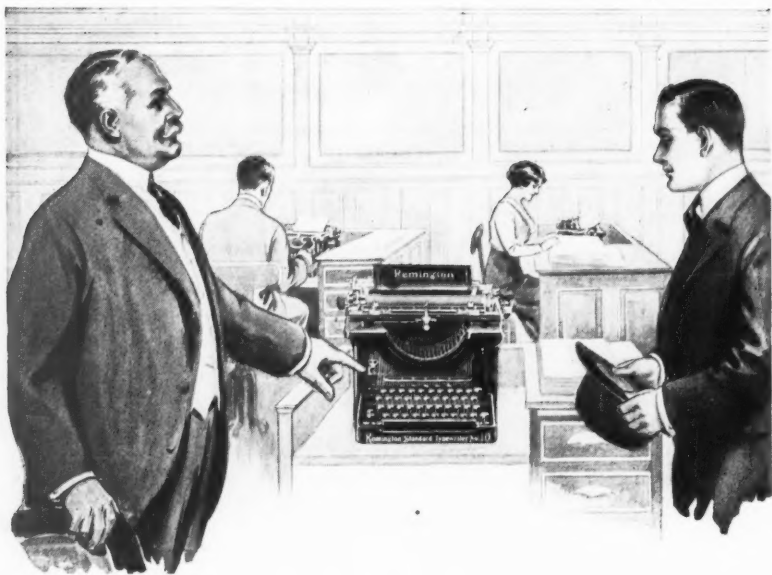
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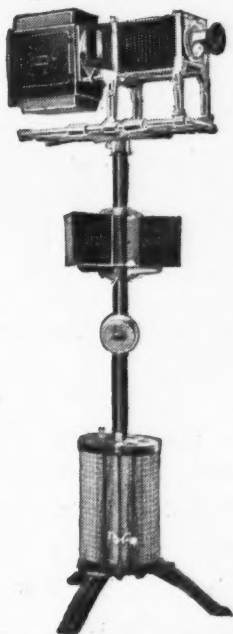
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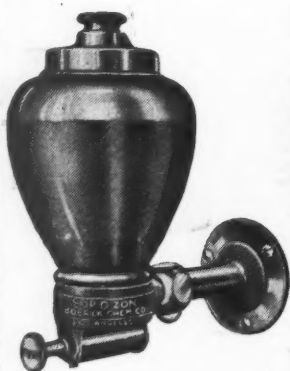
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